**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_6/ELA\_ **Date:** \_\_\_\_\_\_\_2-3 days\_\_\_\_\_\_

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| **Unit Title:**  Perspectives and Point of View | | **Corresponding Unit Task: 1** |
| **Unit EQ(s):** | How do readers compare texts across different genres?  How do authors use different forms and genres to portray similar themes?  How do writers use informational texts to examine and convey topics and ideas? | |
| **Essential Vocabulary** | theme, purpose, infer/inference | |
| **Materials/Resources** | Copies of Conversations in Time Graphic Organizer | |
| **Activating Strategy/ Bell Ringer** | Have students discuss what all works studied so far have in common. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RI.6.9-**Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **RL.6.9-**Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **RL.6.1** -Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.  **RL.6.2-** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **I Can Statements:**  I can identify and explain the theme and point of view in a text.  I can identify author’s purpose**.**  **Instructional Plan:**   * Go over the “Conversations in Time” organizer and ensure that students understand what is needed in each section. * Have students complete the organizer by considering the points of view and perspectives of the authors and speakers studied in this unit. They should keep in mind the question, “Can the World be a Fair and Just Place?” Students should compare and contrast each of the different texts and their approaches to the topics of fairness and justice. * Students should share/compare their completed charts with a partner or small group. Then go over the results together as a class and discuss the theme. * Now that they have studied the topic and specific authors/speakers at length, have students work in cooperative groups to create a 2-3 minute monologue from the point of view of one of the historical figures. One member from the group will perform the monologue, assuming the persona of the figure represented. Each monologue must contain 3 pieces of evidence and two inferences drawn from the text that support why that particular person feels the world was or was not a fair and just place. (Use roles for all members of the group – presenter, secretary, facilitator, etc.) | |
| **Closing/Summarizing Strategy** | Ticket out door – definitions of theme and author’s purpose | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
|  | May complete the Conversations in Time organizer together as a class with lower level students. |  |
| **Assessment(s)** | Graphic organizers  Monologues  Tickets out the door | | |
| **Reflection** |  | | |